Nombre\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Español 3 Honores**

\_\_ / 35

**Proyecto: El sistema escolar de Costa Rica**

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|  | **Exceeds Expectations**  **5** | **Meets Expectations**  **4** | **Does Not Meet Expectations**  **3-0** |
| **Central Message** | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.) | Central message is basically understandable but is not often repeated and is not memorable. | Central message can be deduced, but is not explicitly stated in the presentation. |
| **Delivery** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speakers appear polished and confident. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) somewhat detract from the presentation. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speakers appear uncomfortable. |
| **Supporting Material** | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenters’ credibility /authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that partially supports the presentation or establishes the presenters’ credibility/authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenters’ credibility/authority on the topic. |
| **Organization** | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable, skillful, and makes the content of the presentation cohesive. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is somewhat observable within the presentation, though all parts could be better developed. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| **Comprehension** | I am easily understood by someone unaccustomed to language learners including native speakers. | I am understood with occasional difficulty by someone unaccustomed to language learners. | I am understood with difficulty by someone unaccustomed to language learners. |
| **Vocabulary Range & Use** | I consistently use a wide range of vocabulary that accomplishes the task and some specialized and precise vocabulary. | I use vocabulary that accomplishes the task. | I use a range of vocabulary that accomplishes the task. However, I occasionally may be unable to find the appropriate vocabulary. |
| **Language Control** | I am very accurate in the present tense but make errors when I use past and future. | I may make errors in the major time frames but they rarely interfere with communication. | I may make errors in the major time frames and they may sometimes interfere with communication. |